



## **GWINEAR SCHOOL REMOTE/HOME BLENDED LEARNING OFFER**

### **AIMS**

- To ensure all children have the opportunities to progress in line with expectations, particularly in the core curriculum.
- To ensure all children are motivated to learn with continuation of topic-based approach and learning opportunities enriched with ICT and meaningful experiences.
- To provide clear expectations and a clear structure to the virtual school day so that all children are aware of their responsibilities.
- To provide channels of support for those children struggling to engage with online learning.
- To ensure all children are given opportunities to be active and to lead healthy lifestyles.
- To provide pastoral support and support children with mental health and emotional wellbeing.
- To ensure effective feedback based on rigorous assessment for learning results in progress for learners.
- To support parents in their role as teachers in home learning.
- To provide opportunities for social interaction between members of the school community.

### **GWINEAR SCHOOLS APPROACH TO HOME/SCHOOL BLENDED LEARNING**

The school remains open for critical worker children and vulnerable children who are kept in separate populations (KS1/EYFS & KS2) that do not mix throughout the school day. Vulnerable children are those defined in the DfE guidance but include children that the school has identified as "those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)", see Covid-19 risk assessment for further details.

Children in school follow the same curriculum for their respective year groups as those at home using the school's IT devices to access activities and supported by the two members of teaching staff that are in each population during the school day (8.40am to 3.10pm). Children at home are given the same timetable for completing the activities set each day, however it is accepted that families may choose to adopt a different timetable due to their unique circumstances.

The primary platforms used by the school to present activities to children are Seesaw and Tapestry. Work will be posted on Seesaw every day for children in Y1 – Y6 whilst children in EYFS will have their extended provision map together with some activities posted on Tapestry. The primary focus is on ensuring that the core curriculum of English and Maths is of a high quality and has real impact on progress. However, the school also provides activities relating to the current class topic, a daily Pe activity, a weekly science lesson and a weekly PHSE/SMSC lesson. The school website also has a list

of websites that can also be used to support the foundation subjects and subscribes to Mathletics and Oxford Owl to support maths and reading respectively.

In addition to lessons set on Seesaw the school makes use of Zoom for real time interaction with children. This includes:

- Assemblies followed by class tutor group sessions on a Monday, Wednesday and Friday, allowing children to talk in real time with the headteacher, class teacher and peers and raise any concerns.
- Daily phonics sessions for EYFS children and Year 1s still working with phase 3 phonics.
- Targeted academic intervention from a TA specifically assigned to this role; class teachers identify children needing this support through their assessments of work submitted on the learning platforms.
- Pastoral support from the learning mentor for children with social, emotional barriers preventing them from fully engaging with learning.

**N.B. The school's rationale behind using Seesaw as the primary platform for delivering learning rather than live teaching is the flexibility it provides home learners in timetabling and the opportunities it provides teachers to make best use of assessment for learning. Fundamental to the success of this is the efforts from all staff to provide quick and effective feedback to move children forward with their learning.**

## THE HOME/SCHOOL WEEKLY PROVISION

### Curriculum content

EYFS	KS1	KS2
Continuous Provision Map	Daily phonics and/or reading Task	Daily Reading
Daily Phonics Session by Zoom	Daily Maths	Daily Maths
Weekly Literacy Task	Daily Literacy/English	Daily Literacy/English
Weekly Maths Task	Weekly Science	Weekly Science
Daily PE	Daily PE	Daily PE
Weekly PSHE/SMSC	Weekly PSHE/SMSC	Weekly PSHE/SMSC
Assemblies & class tutor groups Monday, Wednesday & Friday	Assemblies & class tutor groups Monday, Wednesday & Friday	Assemblies & class tutor groups Monday, Wednesday & Friday
Structured activities relating to different areas for learning	Topic related activities across foundation subjects	Topic related activities across foundation subjects

Timetable of the home/school learning day is dependent on families' unique circumstances but the table below is given as a suggestion and is followed by the children in school.

9.00-9.20	9.20-10.20	10.45-11.00	11.00-12.00	12.00-1.00	1.00-3.00
Phonics &/or Reading	English - Seesaw	BREAK	Maths – Seesaw	LUNCH	Foundation subjects, PHSE, daily PE, science & own home learning

## EXPECTATIONS AND RESPONSIBILITIES

### Expectations and Responsibilities of Staff

- *To provide quality and appropriate learning with enough support to ensure that all children have the opportunity to engage in learning.*
- *To post at least the minimum tasks outlined in the school's curriculum content offer (see above) punctually and to periodically archive completed tasks.*
- *To be present at online assemblies and at the following class chats to facilitate discussions and to offer clarification about tasks set.*
- *To look at all work submitted and as a minimum acknowledge they have seen it.*
- *Where assessment for learning opportunities arise provide feedback and next steps to impact on learning.*
- *To give constant positive reinforcement through praise and 100% system to be used to also sustain motivation.*
- *To identify children not accessing online learning and alert headteacher so that ICT and/or TA support can be targeted.*
- *To prioritise children's emotional wellbeing and build in daily activities to support this.*
- *To identify all children struggling with home learning and use the designated pastoral and intervention TAs to provide support via Zoom.*

### Expectations and Responsibilities of Parents/Carers

- To support children to have a regular and consistent routine and encourage them to complete all tasks set, particularly those relating to the core curriculum (see above).
- To prioritise the physical/emotional wellbeing of children; encourage them to engage with PE and PHSE/SMSC activities set from school.
- Make the school aware of any concerns or problems that might affect my child's wellbeing, work or behaviour
- Ensure children have all necessary equipment and contact the school if support is needed with resourcing for tasks set
- Read all letters/messages/newsletter that are sent out
- Take time to follow updates on the website in particular those pages that relate to my child's learning and those that relate to safeguarding
- Inform the school immediately of any changes to parents/carers and emergency contact details/change of address and medical needs
- To support their child in keeping safe and using appropriate online conduct and ensure online access is age appropriate.

## Expectations and Responsibilities of Children

- Give 100% effort whenever I can and attempt as much of the learning set as possible, especially English and Maths lessons.
- Tell my teacher if something is stopping me from giving 100% and make best use of the support they then give me.
- Lead a healthy lifestyle and try opportunities the school provides to help me stay healthy mentally and physically.
- Try and attend school online assemblies and other opportunities for meeting with my classmates that the school sets up.
- When attending or communicating with my friends or teacher online to always be as polite and kind as I would be in school.
- To try and maintain a regular routine and develop my ability to manage my own learning; knowing when I work best and when I need support.
- To use ICT safely and appropriately at all times – be particularly aware of online dangers and alert my parents and/or teacher as soon as I feel unsafe.

For further information on how we are keeping children safe

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

published by DfE annex C of <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## Acceptable Use Policy for Live Lessons using Zoom during the Coronavirus Pandemic

**Please note that all lessons delivered by Zoom in particular those given on a 1:1 basis may be recorded for the duration of the session for safeguarding purposes. All recordings will be deleted unless any parties involved have concerns and wish the recording to be kept as evidence.**

### Guidance for Teachers

- Staff will host live broadcasts where and when they find this will enhance the learning experience for children, for communal events such as school assemblies and to provide personal 1:1 academic or pastoral support.
- All staff will follow the school's safeguarding policy and code of conduct.
- Staff members will send the invite to children for the live sessions via Seesaw and/or email.
- Staff members will not communicate with children outside the hours of 8.40am to 3.10pm.
- All broadcasts will have a meeting code and password.
- All children will be expected to be muted on entry and if not will be muted by the hosting staff member. When children wish to talk in discussion they will make the staff member aware by raising a virtual hand and will then be unmuted until they have finished talking.
- Only the staff member hosting the broadcast can share their screen (displaying a piece of software etc).
- If a child's behaviour is not acceptable within the broadcast, a call will be made by the teacher leading the meeting to the parent after the session.
- At the end of the broadcast, the lead teacher will 'end the meeting for all'.

## Guidance for Pupils

- Try and attend all live sessions that are set by class teachers and/or headteacher.
- Children must be ready to engage and appropriately dressed and if necessary have ready all necessary equipment for the session.
- Children must remain on mute until invited to speak; whilst waiting for the teacher to commence they can text greetings to peers.
- Children should remain in a public part of their house where an adult can see them and where there are not any personal photos etc on display.
- Devices should not be used anywhere in the house where their parent's do not give permission.

## Guidance for Parents

- Please give your child the space to participate independently and fully whilst you remain in ear and eye shot during the broadcast.
- Parents should ensure that their child is aware of the need to behave in a session delivered by video link in the same way as if they were in school with the member of staff.
- Parents should be mindful of protecting their own data by ensuring that their invite/calendar/email account is closed before allowing their child to use the device.
- Set expectations for how your child should conduct themselves on camera: Face the screen; mute themselves when they're not speaking; unmute yourself when you're ready to talk; turn off the camera if you need to blow your nose etc.
- Support children in sourcing necessary equipment.
- Consider the best place within the household to ensure children are comfortable but in an appropriate place to learn and that confidential and personal information is not visible in the background.
- Be respectful of others: As in the classroom we expect our children to be courteous to the teacher and to others. Impress upon them the fact that this is an unusual time for everyone, and appropriate behaviour should be maintained at all times.

## Message to Parents

These are going to be testing times for all of us and it is really important that we all work together to achieve the best outcomes for the children. As said we feel it is really important that if we do close all children are aware of the expectations, particularly with regard to English and Maths, so that we can develop successful routines. With this in mind please make a concerted effort to get children to engage with learning on the next week and if you have any problems at all accessing learning let us know. We would like to thank you all for the kind words that we have received so far, for the participation that we are already observing on learning platforms and for your continued support for all that we do in school. We welcome any feedback on how we can refine how this will work whilst maintaining practice which is effective and manageable.